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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Exceptional Professional Service

RHODE ISLAND College of Education renders direct professional college credit service to one-third of the teachers of the state. The teachers in attendance upon these courses average earning more than fifty hours of college credit a year.

Through the entire school year there are classes at 4.30 at the College on Tuesdays, and on Thursdays there are other classes at the College at 4.30.

For twenty weeks in the year there are three-hour sessions at the College on Saturday.

There are regular sessions for parents who come with questions about their problems with their children. This is a close-up service such as Angelo Patri and Arthur Dean are rendering with syndicate articles in the daily papers in every section of the country.

Whenever any superintendent needs special attention to any group of teachers on any special problem Dr. John L. Alger, president of the College, will arrange for a specialist on the faculty to go to his town and stay for a week, or for as many weeks as are needed for the complete solution of that special problem.

Superintendent Hugh J. Molloy, of Lowell, Mass., has one of the most unsatisfactory city government situations in the country, but he is as heroic as he is sane in meeting the situation.

Powlison and Kirkham

THE National Child Welfare Association, 70 Fifth Avenue, New York, organized in 1912 by Charles F. Powlison, who has been its general secretary since its organization, has associated Francis W. Kirkham of Salt Lake City with Mr. Powlison for the enlargement of its work.

Mr. Kirkham has made the Granite District, Salt Lake City, the most important demonstration of which we have known for character creation of all children in a group of more than three hundred schools.

The success of Mr. Kirkham's method of

accounting for every boy and girl from twelve to eighteen, day and evening, in school and out, and his system of prompt special sympathetic attention to each boy or girl who it is discovered is in need of such friendship, has brought results that are almost miraculous.

Mr. Kirkham is given a leave of absence from his work in Salt Lake City for two years in order to give to the National Child Welfare Association the special inspiration and direction which have saved a vast number of adolescent youth in his district in eight years.

The Bureau Atmosphere

THE Bureau of Education has a delightful educational atmosphere, as is in evidence when Commissioner William John Cooper is in conference with Dr. Charles Mann, Dr. William F. Russell, Secretary J. W. Crabtree, Dr. Charles H. Judd, and Dr. A. B. Meredith. No educational leader is suspicious of any other educators, and no group of leaders is factional.

The first high school class in retail salesmanship was in the Girls High School of Boston in 1912. In 1927 there were such courses in seventy-three cities in twenty-six states. They will soon be in all cities of 30,000 population. The secondary schools are being modernized famously.

Experimental Education

THE experimental study of education had a great demonstration of professional interest last week when the New York Society for the Experimental Study of Education, Michael H. Lucey, Julia Richman High School, president, sponsored a meeting of its Normal School and Teachers College section in Hotel Pennsylvania.

There were a thousand students and faculty members, representing states and provinces. The culmination of the festivities and inspirations was the banquet Friday evening.

The arrangements were made by the associate chairman, Ambrose L. Suhrie, William C. Bagley, John S. Roberts, Ned H. Dearborn, Roscoe L. West and Alonzo L. Meyers.

An Author's Masterpiece

IN THIS age of fame attained by a single overnight flight across the Atlantic, of the creation of a fortune by a railroad merger in a day, and the writing of four magazine articles for $100,000, it is refreshing to see a school book that has been fifteen years in the making as in the case of "How the Old World Found the New."

Baltimore County, Maryland, has been a leader in the discovery of genius from the days when M. A. Newell was principal of the State Normal School and state superintendent of schools. It was fifteen years ago that Baltimore County published a course of study, the most famous in its class at the time. In that remarkable publication was much work suggested by a country teacher, who at once was promoted to county supervisor, soon afterwards to assistant county superintendency, and then to the principalship of the State Teachers College.

In all that time Lida Lee Tall and J. Montgomery Gambrill, who was associated with her in Baltimore County, have worked over and over for use in various ways the material they were using before the publication of their plans in the Baltimore County Course of Study. They have never departed from the original thought of treating history for school use in larger units, having great visions, never allowing children to think of incidental crumbs when they might feast at the master's table.

Today Dr. Lida Lee Tall is in the front rank of professional leaders, and from this advanced position goes forth "How the Old World Found the New," by Eunice Fuller Barnard and Lida Lee Tall. Under the editorship of J. Montgomery Gambrill, issued in the perfection of historical science and fascination of literary art for the effective enjoyment of children, by Ginn and Company.

Misusing the Schools

A MULTITUDE of interests look with longing eyes upon the opportunity the school offers to promote their pet schemes, most of which are innately good.

If we should publish a list of the things that we are urged to champion it would make exceedingly interesting reading. The reason we never refer to interests that we decline to champion is the fact that we should appear to be opposed to these good causes. We contribute money to many causes that we would oppose allowing the schools to promote.

Personally and professionally we think it unwise to use the public schools for any propaganda whatever. While it is a long way from a good cause to selling lottery tickets, it is not easy to know where the harm begins.

From January 1 to October 31, 1928, there were 320,000 American citizens who spent $877,000,000 in thirty-five foreign countries, which exceeded the net export capital for the same time. This is the estimate of the United States Department of Commerce. This was probably less than tourists left in half the States of the Union in the same time. Tourists are great promoters of prosperity.

Belding's Page

HALTER ON PRECOCITY

MASS education is often criticised for its lack of special attention to children of unusual ability. Doubtless the criticism is warranted. The schools generally do a better job with those of medium ability than with those who are exceptionally bright or exceptionally dull.

One difficulty in dealing with the budding genius is in knowing what is best to do with him. He doesn't fall into any category or fit into any ready-made mould. Moreover, the forcing of human buds has its dangers. We have our Sidises and our Marion Talleys.

The case of this grand opera star whose Kansas City neighbors boosted her into a stellar role, is rather pathetic. At the age of twenty-two, after a few seasons in grand opera, she suddenly gives up her career and announces her intention of retiring to a farm where she can milk cows. She has lost interest in a career. She wants no more music. She is bored with everything.

Suppose this same girl, in spite of her evident talent, had been permitted to develop slowly and normally. Might it not have saved a sad debacle?

Maybe the more brilliant pupils who are held back by the slow progress of their classmates are not so unfortunate as we have sometimes thought them to be.

BRITISH AIM

CAMPAIGNING for votes in England's coming elections, Stanley Baldwin points with pride to the achievements of the Conservative party in the field of education, but declares that the reforms carried out by the present minister for education, Lord Eustace Percy, are only half completed.

Premier Baldwin said: "We are aiming at a full course of higher education for all children in schools adequately equipped and adequately staffed, and at the linking of these schools with universities and technical colleges."

What England is aiming at has been fairly well accomplished in the United States already.

More power to Mr. Baldwin or any one else in England who aspires to pass education around so all may share in it! Eventually it may cut across existing lines of class and caste, and that would be a jolly good thing.

LESS HOME STUDY

DRASTIC revision of home study in elementary and junior high schools has been undertaken by Superintendent William J. O'Shea, of New York City. In general the revision is in the direction of lightening the homework assignments.

Beginning with no home lessons in the first three grades, the New York program calls for a half-hour in the fourth grade, an hour in the fifth, an hour and a half in the sixth. Every effort is to be made to prevent piling up of home study. An important principle is enunciated—that home lessons must never be assigned as punishment. Emphasis is put upon the value of supervised study periods, especially for pupils in junior high schools where teachers are apt to overload the pupil by failure to co-ordinate their assignments.

Teaching children how to study is stressed by Superintendent O'Shea as a mandatory function of the school.

His energetic tackling of the home study difficulty is a notable forward step and will be followed by similar attention to the same matter in other parts of the country.

AMERICAN PROGRESS

FOREIGNERS seeking to learn the secrets of America's phenomenal progress in industry, trade and finance have pointed to many possible causes—our vast reservoir of natural resources, our energy, optimism, organization; our high wages and improved industrial relations; the premium placed upon management; the rapid introduction of machinery and improved methods, and various other factors.

Keen analysis of all the attempts at explaining America's advancement along material lines will discern beneath and behind it all the hand of education. The secret consists in a certain quality which comes from the enlightenment of the common people. What accounts for the attitude of American labor unions, for example, in appreciating the fact that the interests of capital and labor are mutual, if not that American labor has been raised to a high level of intelligence through education?

What accounts for energy and hope, if it be not ambition and knowledge? Ignorance breeds pessimism and fear. Knowledge makes men and women conscious of their powers, and eager for progress.

Managerial skill is to be found everywhere in this country. When you search the secret of that skill, you find it in the prevalence of minds trained to the solution of problems. Such minds result from the combination of native ability with proper instruction. If mass production and mass consumption have been achieved in America, mass education lies at the roots of both.

Anson W. Belding

Associate Editor.

Leader *vs.* Mechanician

By FRANK B. PEARSON
Columbus, Ohio

THE casual observer has but a vague conception of the difficult and manifold duties which devolve upon the school executive. The observer sees the great school running as smoothly as a fine piece of mechanism and blandly infers that it runs automatically, little knowing that the executive has his hand upon the lever not only every hour of the day but every minute of the day to forestall and obviate friction or disaster. He must prevision all possible contingencies and, also, those which are seemingly impossible. If a fire occurs he must know where to go and what to do. He never must lose his head whatever others may do. The building has never been struck by lightning, but there is no assurance that it never will be, and he must be ready. No pupil has ever collapsed in the hall under an attack of epilepsy, but that is one of the possibilities and he must not be taken unawares. No pupil has ever become demented in his school, but it might happen, and he must be ready to act. No cyclone has ever struck his building, but cyclones have wrecked other buildings, and he must know how to proceed in the presence of such a calamity. He is on duty all the while. The school executive never plays golf in school hours.

For the most part his work concerns itself with only a fractional part of the pupils, not beyond ten per cent. at the outside, but these keep him keyed up to a high degree of intensity all day long. And, in connection with this contingent, he thinks of absence, tardiness, disorder in all its phases, vandalism, defacement of building, conduct in halls and on the playground, annoyance of teachers and schoolmates, pilfering, and a host of allied infractions of rules. The other pupils give him little or no concern, for they have acquired the habit of decorum and require no vigilant monitor. The things which most concern him lie outside the realm of their habitual procedure, and when he is busy with all such matters they are mere spectators. Since he is striving to apply preventive measures they assume that his slogan must be "Thou shalt not," and think of him tolerantly as a sort of animated negation. They not only do not envy him his role, but they feel sorry for him. They feel it a pity that he must be the focus of disagreeable, acrimonious complaints of querulous and irate parents, and a constant buffer between these parents and the teachers. They, themselves, enjoy fun and they really can't see how he can be having any fun at all. No, indeed, they don't envy him his work.

Seeing, then, that his time and his energies are so largely engaged with the mechanism of the school it cannot be a matter of great wonder if, in time, the mechanical element of school work bulks large in his thinking. This will be inevitable unless he strives mightily to counteract the tendency—*facilis descensus*. We are creatures of habit, and only by stern and persistent resistance can we keep ourselves free from the gyves of habit. The executive is far from wishing to become a mechanician, but habit is insidious, and creeps upon him unawares. He often wishes that he might be free from the exactions of the ten per cent. that he might revel in the freedom and the buoyancy of the ninety per cent., but, even while he is indulging this alluring wish, there occurs another infraction, and he must be off to look after the machinery. And again the shackles bind him with their tyranny. When he would be regaling his spirit with poetry, music, and art he must be ferreting out the author of the broken window or listening to the vituperation of some disgruntled parent. He may try to solace himself with the reflection that it is all in the day's work, but he can't withhold his gaze from the promised land, ever and anon, and wish that he might go over and possess it.

Despite their protestations and their strivings some executives finally yield to the mandates of the machine and become mechanicians. One of these avers with unction that he can sit in his office and tell where each group is and what recitation is in progress at any given period. Interesting, but not important. If those classes were shifted the sole effect would be to disrupt his story until he has had time to overtake the procession. The nub of his story is that he is pluming himself upon his expertness as a mechanician. He can operate a machine and, in the absence of other virtues, he exploits the fact expansively. He can tell precisely how many cases of tardiness there were in the school last month, but is at no pains to explain why the number exceeded those of the previous month. He seems to be far more interested in statistics than in eliminating tardiness. A judicial investigation might discover that some of these causes of tardiness were not only unavoidable but even beneficent, being the sequence of sickness in the homes. But the mechanician is interested in figures—not in people. The leader would have known the heart of the matter within the hour, and would have had notes of sympathy despatched to the afflicted homes.

The leader and the mechanician present a rather striking contrast. From the viewpoint of school procedure they are virtually antipodal. The leader renders obedience to the behests of his subjective self while the mechanician is largely dominated by matters objective. The leader takes

counsel with spiritual impulses, while the mechanician thinks, in the main, of things which may be seen, and named and classified, and set down on paper. The conduct of the leader derives from the clear conviction that education is a process of the spirit while the mechanician thinks of education in terms of buildings, grounds, tax duplicate, budgets, apparatus, enrollment, and statistics. The mechanician speaks volubly of the size and cost of the building, the seating capacity of the auditorium, the extent and cost of the apparatus, the equipment of the gymnasium, the superiority of the picture-machines and radios, and grows eloquent in speaking of the large enrollment, giving forth the impression that he regards quantity and quality as synonymous. If his school has an enrollment twice as large as that of the neighboring school, then his school must be twice as efficient as the other school, *Q. E. D.*

In his public addresses the mechanician puts emphasis upon accomplishments and not upon possibilities. He exploits what has been done rather than what could and should be done. His bias is toward analysis rather than synthesis. He is more inclined to boast than to confess. And his auditors go their ways feeling that they have been regaled with a chapter of personal history, whereas they had been hoping for some help in solving the problems that confront them. They had hoped to become surcharged with new zeal, and hope, and courage, and aspiration but, instead, they received statistics, figures, and generalities. They asked for bread, and he gave them husks. In recounting the work of the school he, again, has recourse to statistics. He is an adept in the way of exploiting passing grades, failures, marks, credits, results of tests, but has little or nothing to say of spiritual values, of aspiration, initiative, appreciation, and imagination. Such qualities are too tenuous, too subtile, and too spiritual for his material thinking, and he avoids them as being inconsequential. He frankly says he cannot sink his teeth into such things as these, and that he demands things that have substance and body to them. He cannot waste his time chasing rainbows. The materialist does not readily sense spiritual values, but has a penchant for things visible, tangible, ponderable, gustable.

Among his pupils the mechanician is more forbidding than inspiring. They fear him, they stand in awe of him, they truckle to him, but they have no affection for him nor wish to be like him. His presence renders them cold and irresponsive. They neither emulate him nor imitate him, hut hold themselves aloof. They obey him, but do so grudgingly. Their obedience is rather to the authority with which he is invested and not to the man himself. They regard him as a detective and not a friend. Not so the leader. His pupils rally about him, and his presence cheers them like sunshine. They learn to be like him, and strive to anticipate his wishes. They know him as their friend who would share their troubles as well as their triumphs and joys. They look upon him as their confederate and co-ordinate, and would never demean themselves by practicing deception upon him. He trusts them, and never will they betray that trust. He suggests lines of conduct to them, but is slow to make demands. He expects much of them, and his expectations become their law. He is a leader, and not a driver, a martinet, or an autocrat. His influence is salubrious, inspiring and inspiriting, and beneficent. Under his influence they grow luxuriantly and life is a joyous experience.

The Lesser Singers

By DENIS A. McCARTHY, LL.D.

When they have reached the goal at last
  Whereto all striving tends,
Where all their toil is overpast
  And all achievement ends;
If then we are compelled to say,
  "Their work was none too good,"
Shall we not add in justice, "Nay,
  They did the best they could."

They did not sing as Shakespeare, no,
  Or Milton, or the rest.
They could not be compared to Poe
  Or Whitman at their best.
In truth, their gift of song was small,
  And in their class they stood
Down toward the end, but, after all,
  They did the best they could.

No doubt each singer thought his name
  Would live on every tongue.
No doubt they all aspired to fame,
  Or else they had not sung.
And if we cannot grant them this,
  However much we would,
Not all their music went amiss,—
  They did the best they could.

Their simple lyrics pleased the ear
  Of those to whom the art
Of greatness had been too severe
  To reach or touch the heart.
And though the laurel we deny,
  As we in justice should,
Not every name of those will die
  Who did the best they could.

—The Book Builder.

The Dunkard Dozen

By JOHN D. BROOKS

Wilson College, Chambersburg, Pennsylvania

THE Dunkards are a German religious sect that for two hundred years or more have been tillers of the soil in the fertile limestone valleys of southern Pennsylvania.

They are "plain" people, that is, they wear much the same sober Quaker garb that they wore when they heard William Penn's call to the persecuted of earth, two hundred years ago. In Lancaster, Reading, or Chambersburg on Saturday afternoons and on market days one may recognize dozens of them—the men by their round hats and full-breasted black or drab long-tailed coats; the women by their small black bonnets, caped dresses with tight waists and long, full skirts. The men wear full beards, except that the upper lip is shaven. The hair is cut squarely across just above the collar.

They prize their independence and the seclusion from the vanities and temptations of the world that farming gives them. They vote only at the school elections, and the office of township school director is the only one their discipline permits them to hold. In many sections they yet use a mixed dialect of their native tongue and English known as Pennsylvania German.

Their predilection for limestone land is one of their peculiar characteristics. In the early days of the colony the aggressive, venturesome Scotch-Irishmen sought the frontiers, drove back the Indians and subdued the wilderness. Following them came these quiet, peace-loving Germans—the Dunkards, Mennonites, River Brethren, Amish, etc., as the various sects are called. They purchased their holdings, especially the limestone lands, and have toiled them for generations, while the restless Scotch-Irish have followed the receding frontier through to the farthest reaches of the Alleghanies.

Strange as it may seem, the Normal Schools have been one of the most potent influences tending to break the shell of their social isolation. Kutztown, Millersville and Shippensburg were founded in their very midst. Teaching was the only approved occupation that offered escape from the dull treadmill of farm-life drudgery for the brighter boys and girls. Many of the more independent, progressive ones entered neighboring Normal Schools and became graduates.

At the time this story opens, twenty-five years ago, there were a dozen or more of the sons of these plain folk who had completed the Normal School course, and were occupying more or less prominent positions as teachers in communities adjoining Ursinus, a small struggling classical college in southeastern Pennsylvania. Over half of this group were married men with families and some were verging on middle life. All had felt the urge toward higher education and looked longingly at the college entrance as they passed by. Few, or none, of their sect had ever entered college. It savored too much of worldliness. Their leaders felt instinctively that it would distract or possibly wean them from their ancient faith. This has often, in the outcome, proved to be the case.

One of the leaders in the teaching group broached the subject of a college to the others, and it soon became the subject of constant debate and conference. None felt that they could afford to give up their teaching and devote themselves wholly to the achievement of a college degree. Their maturity and the responsibilities of many of them seemed to preclude that. Public sentiment among their home people would hardly sanction such a sacrifice. Finally one suggested that for such a sizeable group, the college in its eagerness for increased enrollment might establish Saturday and evening courses that would in time lead them to the coveted degree. After protracted debate and discussions they decided one Sunday afternoon in spring to lay the plan before the college president, asking that the plan be put into effect the following autumn.

With great trepidation they filed into the president's office the next morning. They were the first of their lineage that had ventured on such an errand. They completely filled the small office, and the puzzled president, who knew their sect and its traditions thoroughly, wondered at, but could not divine their errand. Christian Eichelberger, the largest of the group, had been chosen as spokesman. The president looked at them blankly, and when he finally comprehended the proposal, threw up his hands in astonishment. He called the dean from the adjoining office. "Here is a group, dean, that wishes to wreck our curriculum and do violence to every college theory and tradition." The dean, a most scholarly gentleman, was likewise professor of Greek and Latin. He burned daily incense to the classical bachelor of arts degree. He was the firmest of believers in the disciplinary and cultural values of the traditional college course. These values, however, were only fully manifested when the established sequence of the full four years' course was rigidly maintained. He explained to the anxious petitioners the absolute futility of this disrupted, disorganized patchwork of college studies which they had proposed; how ruinous to the college reputation and all its traditions of scholarly and curricular consistency it would be. The president quite approved all this, but as he looked at the blanched, disappointed faces of the plain farmer folk in front of him his

heart was touched. He had been a farm boy himself, and was reared a neighbor to these people. He non-plussed the dean, but gave renewed hope to the petitioners by asking if they might return the following Saturday for a final answer.

The lengthy and at times almost acrimonious discussions of the president and the dean during that week terminated in a decision to submit a proposition to the group to try out the course proposed with a proviso that the usual fees be doubled. This was in consideration of the small size of the group and the irregular and unusual class hours required. The dean agreed to the plan through the conviction that the added fees would certainly cause the idea to be dropped by its sponsors—thus the reputation of the college and the sanctity of the A.B. degree would be maintained. To further appease him it was agreed that the experiment would close with this group.

The dean was doomed to disappointment, however. The fees were acquiesced in, and soon the classes were organized and in full effect. The faculty found teaching this group vastly different from teaching the conventional college class. There seemed to be no limit to their industry and enthusiasm. It was rich virgin soil these professors were tilling. Their concentration, their singleness of purpose, their maturity, eliminated practically all the waste that cuts so largely into the average student's time. The discussions, the debates, the prodigious labors that characterized the classes of this group are a matter of college tradition to this day. It was slow work even with credits for their Normal School work for them to master the remaining requirements for the college degree. The Dean saw that full measure in every subject was exacted. But at the end of five years just an even dozen were graduated. Long before the designation of "The Dunkard Dozen" had attached itself to them. When they finally left the college walls the dean heaved a great sigh of relief, mentally washed his hands of them, and remarked to the president: "I hope they will not disgrace the college."

Such an excursion into higher education seemed only to whet the appetite of the group. All took graduate work in the neighboring University of Pennsylvania, and in a brief number of years ten of the dozen had approximated or achieved the Ph.D. degree. It was twenty years after their graduation from college that the president was shocked by seeing a notice of the death of one of the dozen in the morning paper. He had been a professor of education in a neighboring normal school, the commissioner of education in an adjoining state, and at his death was superintendent of a large and growing city. He had achieved a fame and reputation such that if I were to mention his name, a very large majority of the readers of this true story would recognize it. The president again summoned the dean to his office. "Dean, suppose you and I check up this morning on the records of the 'Dunkard Dozen.' I notice here that Charley is dead. Another one, you know, is our own Professor of Education." Together they went through the list. One was president of the third largest teachers college in the state. Another had been the county superintendent of schools and now was director of rural education in the state. A third was the professor of education in an adjoining college. The fourth was professor of education and director of teacher placement in a large university. Another was a prominent superintendent of schools in the state and in the summer taught school administration at the state university—and thus through the list. The president studied the list a full minute. "Dean," said he, "when these graduated your only prayer was that they would not disgrace the college. Now, twenty years after if we were to pick out twenty of our most distinguished living alumni, we would have to include at least ten of the 'Dunkard Dozen.'" The dean rubbed his hands reflectively, tipped himself back in his chair and placed his two index fingers to his lower lip just above the goatee. "Yes, yes," he said, "I have become somewhat mellowed in these later years, and not so cock sure of things educational as formerly. Possibly, after all, the college is really selective, rather than creative or formative. At any rate, I have come to believe that it is a crime against the person affected, as well as against the state, to deny any individual or group of individuals their fullest educational opportunity."

Work

I am a Power, a Giant, a King;
He who will follow me, wins everything;
I have found Fortune and brought her to men,
I have forced Failure back into her den;
I made the roadway that leads up to Fame,
I teach a man how to carve out his name
On History's tablets to stand for an age;
I can make warrior, rich man or sage;
'Tis I who can conquer weakness and sin;
I give the courage that helps men to win;
I quiet sorrow and bring peace to bless,
I hold the keys to the portal Success;
He who will follow achieves any end
For I, humble Work, am man's truest friend.

—The Davey Bulletin.

A Teacher-Training Club at Work

By CARL P. BIRKELO
State Teachers College, Mayville, North Dakota

IT IS AMPLY indicated by the Commonwealth Teacher-Training Study (W. W. Charters and D. Waples: "Commonwealth Teacher-Training Study," Table A, p. 493) that those who enter the teaching profession have need of training in a variety of activities as desirable equipment for the teaching service. The problem before those who train teachers is to organize the activities which need to be learned, such as instructional, classroom, school ground and community activities, in such a manner that teachers will not enter the profession without at least a minimum of type-contacts and experiences. There must be a distribution and adjustment of time between the various essential activities within the time allowed for the training period.

In order to supply desirable experiences and contacts to teachers in training—a type not furnished by classroom instruction and the other extra-curricular and group activities—the writer has during the past five years sponsored a voluntary training club at the Mayville State Teachers' College, which from the outset had a rather definite professional aim. However, in the course of guiding the work of the club it was for some time felt that the work was not meeting the actual needs of those who were being trained for teaching. They were not being given the vital contacts and experiences. The work, in a measure, seemed theoretical and rather remote from the actual teaching situation. In order to construct a program with an organized body of facts and activities drawn from actual situations not too remote from the teacher's work, it was deemed desirable to seek information from three groups of individuals, namely, those who were teaching, those who had taught and those who as school administrators were in close contact with many teachers. It seemed reasonable that their estimates and descriptions of the activities which the teachers should perform, but which they are deficient in, would lend definiteness to the training and give definite professional help. By way of supplying this type of real contacts a large number of teachers who had taught at least one year were requested to draw up a list of activities which they were expected to perform as teachers, but which they found they were unprepared to do, or, perhaps, could perform very inadequately. Those who furnished this list were a group of teachers actually teaching at the time and a group of former teachers who were taking further training at the college. A second source of information was a list of needs and deficiencies of teachers in cities, village and rural schools as observed by a number of city and county superintendents, who are in co-operation with the college and who employ a large number of the two and four-year graduates of the institution. From these two sources ninety-five separate activities and deficiencies were collected, fifty of which were supplied by the experienced teachers, and the remaining forty-five by county and city superintendents. These ninety-five activities did not relate to actual classroom teaching, as the teachers and superintendents were requested to list only those outside of instructional activities. They related to school management, organization and school ground supervision and community relations. It was assumed that the instructional activities were cared for through the organized courses in content and methods of instruction. However, any instructional activities listed were referred to the faculty member dealing in that particular subject or activity.

Being thus supplied with a group of activities which teachers were unable to perform satisfactorily, and which they wished they might have been able to perform when they began teaching, the next task was to organize and group the activities into a course of unit-programs, which could be followed out in a series of programs, studies and investigations during the school year. This was accomplished by grouping the related and near-related activities into one general group, thus securing sixteen units for a year's program. In the grouping, in order to prevent the omission of any of the activities, a list of all the activities for each unit was given to the speaker or speakers who were asked to give instruction in each unit. A partial list of the unit-programs follows:—

"How May the Teacher Help to Maintain the Proper Health of the Children and the Community?"
"How May the Teacher Adequately Supervise the Schoolground Activities?"
"What Music Will Do in a School and How to Do It."
"How to Organize a Parent-Teachers' Association."
"What Can a Teacher Do to Interest the Parents in Their School?"
"What Can the Teaching Profession Expect of Its Members?"
"How to Equip the Library in a Small School."
"What Can a Community Reasonably Expect of Its Teachers?"

The most difficult part of the procedure and organization was to set up the work and training activities in such a manner that it would give

opportunity for the inexperienced teachers to learn and secure practice in performing the activities needed for successfully conducting a school. This involves a program of discussion, study, investigation, observation, practice and participation, on the part of the entire membership of the club. In order to furnish the varied contacts to the members of the group, experienced and competent teachers, city and county superintendents, members of the College faculty and school board members were asked to appear before the group and discuss and give practice in the various activities. Those who appeared before the group were supplied in advance with a list of questions related to the unit topic under consideration. The experienced teachers in the group were put in charge of the instruction of the beginners. The usual procedure in the regular meetings has been to have the experienced teachers introduce the topic, relate their experiences and difficulties, and then to follow this with an address or discussion by a speaker, who would suggest solutions to the problems and questions presented. A portion of the training activities consisted of a study and investigation of subjects by consulting professional literature and reporting the findings to the group. A few activities which lend themselves to observation and actual practice in real situations, such as the organizing of a Parent-Teachers Association, school and community activities and entertainments and exhibits, were practiced and observed in nearby schools and communities. Visits were made and reports made of the things observed. One rather interesting project consisting of an exhibit of a large variety of available free teachers' aids is at this writing being put on by the members of the club. This is proving interesting and instructive to all the students in the institution. As a means of giving practical help and assistance to the members of the group outlines of the discussions and addresses given before the club have been made available by making mimeographed copies for distribution among the members.

This program of activities has been in operation during the past academic year and appears to work very successfully. The students give it enthusiastic support. How well this training is going to function in the actual teaching situation remains to be seen, but it would appear that it should prove of distinct assistance to those who have to perform such a large number of activities as the one who teaches in the public school.

What Is Education's Greatest Problem?

By DR. W. C. T. ADAMS
Keene, N. H.

THE above question can be answered better by asking "What are the greatest problems confronting American Education today?" This on account of so many complex situations entering into our modern educational system that greatly overlap each other.

In the first place I believe that keeping abreast the times is the greatest problem. We are living in a fast moving age. Commercialism, industrialism, and modern scientific methods in all departments of industries have speeded up, yet education is at least twenty years behind the times. We are using nineteenth century methods in education in this twentieth century. All industries have speeded up since the war, and yet prices are becoming lower every year. This lowering of prices is on account of short cuts and time-saving devices in the industrial world.

While there is no royal road to learning and it is a slow process, I am satisfied in my own mind that both teachers and pupils are not working up anywhere near their limits. There is much lost energy and deficiency in the processes of today. We have relegated formal discipline to the pedagogical junk heap, yet we are teaching just as if it were considered one of the main objects of education. Same old subject matter, same old methods that were used thirty years ago. The teachers from training schools are using methods which should be obsolete, in fact are obsolete. In our training schools too much stress is placed on formal methods and not enough on subject matter, and the young teachers come into the profession without a knowledge of the existing conditions that surround them. They are lost in the maze of modern civilization.

Education should teach the child so that his life may fit into modern civilization—fit into the conditions in which he is to live and work. To prepare pupils for this work is rather a difficult task.

I am sorry to say that teaching is not a profession such as law and medicine, because the average length of teaching service is about three years, and it takes that long to become a good teacher if one has the inclination and natural ability for teaching. There is a great need of a wide information and getting away from formal methods which the teacher has learned in her training school, and by the time she has learned to do good service in teaching she steps out either to get

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Personal and Professional

JOHN H. LOGAN, superintendent, Newark, N.J., is enjoying the luxury of leadership of the metropolitan associate of the world metropolis. Newark is larger than any city between Boston and Philadelphia, except New York, and is the fourth largest city of New England, New York and New Jersey. It is even more notable for its enterprise than its size. A sample of its educational virility is its new high school costing an even million dollars. The building is more notable for its modern educational equipment and appointments than for its cost. In every respect this city, far above the half million population, ranks with the other fifteen large American cities.

MAY DEXTER HENSCHALL, county library organizer, California State Library, Sacramento, has brought that state to the forefront in library service to all of the schools of all of the state. She is a genius in planning for effective service, eliminating waste in all directions, and a master in the art of getting tangible results from the use of books. She makes good use of Harr Wagner's The Western Journal of Education, in which she has a "Rural School Department" each month.

WILLIAM McNEELEY, superintendent of Robertson County, Tennessee, for ten years, has been re-elected for the sixth two-year term with no opposing candidate. This is the fifty-second year of his educational service.

H. W. CRAMBLET, who succeeds Dr. George W. Gerwig as secretary of the Board of Education, Pittsburgh, Pennsylvania, has been Dr. Gerwig's assistant, and is fully equipped for his heightened responsibilities. He has been highly esteemed in every position he has filled as well as in college and university where he has received his education. He has been in Pittsburgh a relatively short time, but has rendered effective service in many lines of professional service.

EDWARD L. HEWETT, archaeologist, who has resigned as director of the San Diego Museum, whose activities he has directed since 1911, making it one of the famous museums of the country, will continue his professorship of archaeology and anthropology in the University of New Mexico at Albuquerque.

Dr. Hewett established his reputation as a leader, professionally and scientifically, at the Colorado Teachers College at Greeley, and went from that professorship to the principalship of the State Normal College at East Las Vagas, where he developed national leadership, which has made him director of research into the ruins of prehistoric America since 1906. His excavations in Central America have been of world-wide interest and importance.

GEORGE E. BROWN, State Commissioner of Education, Wyoming, by recent election, succeeding L. C. Tidball, was the choice from a favored list of eight. Mr. Brown has been superintendent of Greeley, Colorado, for thirteen years, the storm and stress period of Greeley. His service there has been noted for high scholastic standards and genuine modern educational activities without creating friction with the old or the new regimes. His selection for this position is as creditable to Wyoming as it is complimentary to him.

RAYMOND E. MANCHESTER, whose professional life has been in State Teachers Colleges, always sympathetic with aspiring students, always finding better ways to help student teachers to be more successful in promoting the success of elementary school children, has always brightened their life and his own by writing attractive verse, and now the Collegiate Press, Menasha, Wisconsin, publishes a book of his verse in a book styled "In and Out the Garden Gate." His verses have the out-of-doors flavor which his love of the great out-of-doors always has.

EDWARD E. KEENER, editor of the Educational Department of Laidlaw Brothers, Chicago and New York, was director of research in the Chicago public schools during the administrations of Superintendents Mortenson and McAndrew, coming to Chicago from Richmond, Indiana, where he was in charge of the Department of Research. Mr. Keener has had much important experience in educational editorial service, and the opportunity afforded by the enterprising development of the Laidlaw Brothers will mean much to the educational publication interests.

BELMONT FARLEY goes from the Michigan State Teachers College, Kalamazoo, to Washington, as assistant director of the Division of Publications. The expansion of the service of the Association calls for a constantly increasing number of specialists, and there could be no better training for such a special professional position than under Dr. Dwight B. Waldo.

Education's Greatest Problem

(Continued from Page 479)

married or to go into some other kind of work. The young man who enters teaching after finishing Normal School or College usually does so as a makeshift, using teaching as a stepping stone to some other profession; thus there is a continual shifting in the personnel of our staff.

If our teachers and our supervisors are twenty years behind this industrial age, the laymen are almost entirely ignorant of the aims and values of education, since the public knows little that is going on in the schoolroom today. The greatest need is to make the public acquainted with what education is trying to accomplish; in other words, we must sell modern education to the public. The education that was good enough for our fathers and grandfathers would not function in modern civilization any more than the ox cart in transportation today. The automobile is for quick transportation today. Compare the automobile with the ox cart and you have a fair comparison of what I mean.

I read a statement recently that 2,000 men in an automobile plant with modern machinery and modern methods were doing more than 80,000 men could have done ten years ago in the same plant. We all know what these improvements have meant; they have revolutionized the automobile industry. Cars were never better nor cheaper than they are today. Efficient labor-saving devices have caused this change. The same thing is true in the textile mills and in the management of the railroads. The railroads have carried a great deal more freight in the last few years than ever before and have used fewer men. Why not apply some such methods to education?

Now what we need in the modern education is to make teaching so attractive to young men and women that they will not want to change to some other profession; to give them a thorough education in sociology and kindred subjects so they will understand modern civilization, and in order that they may teach pupils for good citizenship—pupils with healthy bodies, intelligent heads and moral characters. To pay the teachers better salaries so that the other industries will not be taking them away from the profession of teaching. There seems to be no future for a young man who enters the teaching profession. He must spend four or five years or more in college, begins teaching with a meagre salary of $1,500 or less to start with, and if he steps in to high schools, his maximum after ten years' service will not be over $2,500, and if he should be fortunate to become principal or superintendent he cannot look forward to more than $3,000 to $5,000 a year when he has reached middle age. He sees other professional men thirty-five and forty years of age who graduated in his class, making from $15,000 to $20,000 a year, therefore he forsakes teaching to go into the industries.

The teaching profession is not everywhere looked upon as a profession. The average teacher has not the same social standing that the other professions give, so it is very discouraging to try to plan out a modern school system in the face of these trying conditions. There is too great a turnover each year.

To sum up the problems:—

First—To bring our schools up to twentieth century methods.

Second—To train our teachers so that they will have initiative and efficiency as in other professions.

Third—To sell education to the public.

Fourth—To make the teaching profession attractive, by increasing the salaries of the teachers and giving them the same social standing that they have in other professions and occupations.

Fifth—To provide schools suitable for children of different mental abilities and capacities.

Sixth—To do away with the domination of colleges over our secondary schools.

If we can solve these problems, we have gone far toward solving the greatest problems confronting education today.

In Focus

THIS delightful poem by Roger K. Poole, a sophomore in Tufts College, has merit as an interpretation of the life of every boy.

We are using it because we like the verse and the sentiment, and also because the author's grandfather, Frederick Farnsworth, was a teacher in the Somerville, Massachusetts, High School for several years, principal of the Bristol County Academy, Taunton, and on the faculty of Tufts College. Incidentally he was for more than a third of a century one of the closest personal friends of our editor-in-chief.

IN FOCUS

By ROGER K. POOLE

Taunton, Mass.

O there comes a time in the life of a boy
When his telescope focusses right;
When he sees through the lenses as clear and as true
As an owl through the trees in the night;—
Sees the image of life in its red and its black,
Neither misses the spectrum between.
The translucent frail lens of his childhood is gone,
Like its vision of carefree green;
The distorted full flood of unnatural light
Of his hard adolescence is past;—
And the image of truth comes a-flashing on through
When his lenses are focussed at last!

The School of the Future

By ARTHUR DEAN

A mother of 1950 talks to herself: "Oh dear, what will Johnnie do today? The films for his penmanship lesson haven't come. Besides the machine itself is out of order and the school board hasn't sent the repair man. The television is not working so he cannot see what's going on in current events. The school radio announcer tells me that yesterday's geography lesson will not be repeated. And here's tomorrow evening coming with its monthly examination in spelling, arithmetic, geography and everything. Johnnie has to dictaphone his answers and get them ready for the school collector. Anyhow over the radio he's already got his gymnastic performance and his lesson in musical appreciation, and that's something. Oh dear! I wish the schools were like those of my young days when the children had teachers and books and the kids right under their eye instead of all this paraphernalia whereby the modern child learns everything at home."

Will it come to this? According to Mr. H. G. Wells we are going to teach entirely by motion pictures. Their great advantage being, Mr. Wells feels, that they can be made by experts, be distributed, broadcasted and shown to classes by teachers themselves who have meagre training and ability.

Mr. Edison regards motion pictures, if the newspaper accounts are correct, as a much more effective means of instruction than any other and has tried out his scheme by teaching certain lessons in chemistry to a class of boys.

If we can send a photo by wire why not deliver a drawing lesson right to a boy's bed? If the absent boss can dictaphone his orders, why bother to employ teachers to explain and assign lessons? If a girl can learn how to cook, decorate, vote, sleep, eat and play by listening to the loudspeaker, why interfere by having teachers? If oldsters can sit comfortably in a chair, and get their religion, why bother to have churches?

Experiments already made with teaching school subject matter by means of movies indicate that the motion picture is a valuable instrument to be used by the teacher, but that it is not a satisfactory substitute for the teacher.

So far there has not been discovered any mechanical substitute for a live teacher, preacher or priest. Every broadcasting invention can do much to stimulate interest in religion, education, music, travel and politics. But in all probability these stimulating means of imparting knowledge and interest can never take the place of the church, school and home.

Let's not forget, modern as we are, that an old and well-recognized idea in education still prevails: We learn about things best when we come into direct contact with them — by touching, lifting, listening to, tasting, smelling and looking at them.

This is called concrete experience. There is no mechanical substitute for it.

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Do All People Think Alike On Any Subject?

Two men were once talking about human nature. One man said: "No two people think alike on any subject." "I am not so sure of that," answered the other. "On the contrary I think every normal person thinks exactly like every other normal person in at least ten different subjects." The first speaker smiled. "What ten subjects do you mean?" "Well," answered the second speaker, "suppose we take ten normal persons, including yourself and myself, and sit them in a corner and have an eleventh person approach them and ask them questions, I venture to say that every one of the ten will give the exact same answer." "Go ahead!" urged the first speaker. "We'll imagine ourselves sitting with the rest in this corner and I'll answer for the others." "Very well," said the first person. "The first question is this: 'Do you feel proud of yourself when you tell a lie?'" "No," said the first speaker. "Do you feel happy after having done a good deed?" "Yes." "Do you feel angry at sight of someone abusing an animal or a child?" "Yes." "Do you feel angry whenever you hear of any injustice, no matter how small?" "Yes." "Do you resent an injury to an innocent person?" "Yes." "Do you respect and admire a thief?" "No, that is, I might, I suppose, if I were a thief, myself." "Very well," said the questioner, "we shall throw out that question." "No, let it stand," said the answerer. "On second thought, I think even a thief does not really admire a thief." "Do you feel joy in the presence of a beautiful thing?" "Yes." "Do you wonder about life and the reason for it and what it all means?" "Many, many times." "Do you think happiness is to be found in peace rather than in war?" "Yes." "Would you like to see a world where everyone struggled to do the just and honorable thing?" "Yes, I would." "There you are!" said the questioner. "On those ten points we all think alike. Within the heart of every human being is a desire for two great things, a further knowledge of God and the mystery of life and a desire for justice. A thousand questions might be asked along these two lines on which all men would agree." "I guess you are right," said the other, "and since that is so, it might be well for all of us to remember that success in life is to be found in seeking answers to these two big questions. In seeking justice we seek an earthly joy and satisfaction which justice alone can satisfy, and in seeking God we seek an inner joy and satisfaction which God alone can satisfy." "Exactly!" said the questioner. "Now I would add one further thought, what all men, in all times and places agree on, cannot be far wrong, and he is the wise person who heeds and follows after the promptings of this universal wisdom."

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The Day Will Bring Some Lovely Thing

Once in awhile the author comes across a bit of writing that is so well done and so beautiful that he cannot help passing it on. Such a selection is the following, written by Winona Reeves, editor of the P. E. O. Record.

Following Goethe's lead is it not possible that you and I, even on our busiest day, might read a poem and carry with us the memory of it? If you can discover who wrote it and why, that poem will be forever a part of you. Take, for example, the poem, "The Day Will Bring Some Lovely Thing." It was written by Grace Crowell, whose home is in Dallas, Tex. One very hot morning last summer she lay with her eyes fast shut, dreading to open them, knowing how endless would seem the glare and heat of the sun, when out of the dead stillness there came the high, clear whistle of a cardinal on the tip of a mulberry tree outside her window. The sun was shining directly on the bird's bright red breast, and he was so lovely that she jumped up and wrote:—

"The day will bring some lovely thing."
I say it over each new dawn:
"Some gay adventurous thing to hold
Against my heart when it is gone."
And so I rise and go to meet
The day with wings upon my feet.

I come upon it unaware—
Some sudden beauty without name:
A snatch of song—a breath of pine—
A poem lit with golden flame;
High tangled bird notes—keenly thinned—
Like flying color on the wind.

No day has ever failed me quite—
Before the grayest day is done,
I come upon some misty bloom
Or a late line of crimson sun.
Each night I pause—remembering
Some gay, adventurous lovely thing.
—Grace Crowell.

Can't you see, just now, how that thought will forever be a part of you, and you will be daily seeking for some beauty which no day's experience will deny?

Crows on the Left

This morning as I came to school I passed an old, dead oak. On a bare branch sat a black crow. Behind the crow shone the pale-silver face of the old moon. The tree, the crow, and the moon were on my left side.

Had I been Julius Caesar I should have returned to my home regardless of whether school kept or not;—in Caesar's day a combination like that seen upon the left on starting out for the day's work meant nothing but an evil ending before the night fell. In fact it is faithfully reported by historians that once a mighty Roman army turned back because three crows sat on a dead limb and croaked as it went forth to battle with the barbarians.

How foolish all this sort of thing appears today! How silly for anyone to think that a crow, a dead limb and a morning moon could have any influence on the day's work!—and yet, Julius Caesar was no fool. In fact he was one of the wisest and ablest men that ever lived.

What has unchained the human mind from such foolish notions? Nothing more nor less than a growing understanding of the mightiness of man's own free will. People are coming to see, more and more plainly, that nothing matters,—neither calm nor storm;—neither happiness nor joy;—neither poverty nor riches;—neither high position in life nor low;—except as all these things are colored and changed and made noble or base or used for high purposes or low—by the masterful and mighty human will.

One looks abroad and sees the face of the earth changing under the power of that will;—lakes shine in the sun where no lakes were a year before;—mountains are broken through by the smooth bore of a tunnel and the perils of the snows above laughed at by every passing train;—deserts blossom under the touch of rivers that run a hundred miles away;—cities rise over our mudflats and the ocean beats in vain against barriers of stone—all realities, chang-

ing the face of the earth because the will of man has willed it so.

How majestic a source must lie behind this will, which after all is but the earthly appearance of an unseen command! How majestic a creature must man be to have entrusted to his use so powerful an instrument for good or ill! This thought should change our attitude towards our fellow men. Each, even the humblest and the vilest, goes clothed in the spiritual garments of a king, the earth at his command,—the lord of an unseen but princely kingdom. Is it not strange that this earth should be our plaything,—clay moistened in the eternal fountains for fashioning by our wills!

We Shall Hear It By and By

Is there a reward for goodness that is not of this earth;—that is not measurable in terms of houses and lands and golden coins? The spirit of each man affirms there is and yet the influence of the body and the world about is so strong due to the directness with which our senses affect us, that he is the rare soul, indeed, who in a life's struggle is able to see and hold the real values in their places. The man who barters his honest thinking for a mine of gold has traded to his own utter loss;—the man whose dishonest deed has lifted up his body to a place of power has cast down his spirit into unimaginable depths; that man is poor, indeed, whose poverty in the world's goods has robbed his spirit of its nobleness of thought. On the other hand, real wealth is stored like honey in the hive-like spirit where each thought returns, whether from the gorgeous depths of a royal rose or the horn of a common clover flower, laden with the sweetness and strength-giving quality of something good.

In the following poem this view of life is set forth with majestic power. To learn such a poem by heart is to endow oneself with a vast spiritual strength:—

All we have willed or hoped or dreamed of good, shall exist;
Not its semblance, but itself; no beauty, nor good, nor power
Whose voice has gone forth, but each survives for the melodist,
When eternity affirms the conception of an hour.
The high that proved too high, the heroic for earth too hard,
The passion that left the ground to lose itself in the sky,
Are music sent up to God by the lover and the bard;
Enough that he heard it once; we shall hear it by and by.

—Robert Browning.

The Dreamer

The great poet, Shakespeare, once wrote "Life is such stuff as dreams are made of." Of course, without life there would be no dreams. What a high privilege, therefore, is the power to dream!

Who dreams no dreams can never rise
Above the common clay;
For him the flowers are only flowers,
And day is only day.

This unimagined universe
With its investured sheen
Of glory and eternity
Is but a dreamer's dream.

The one who dreams sees glories which
The dreamless never find;
The dream and dreamer always live
Above the little mind.

Visions of beauty yearn to him
Across night's dusky bars;
None but the dreamer ever finds
A pathway to the stars.

If you would do anything for the average man you must begin before he is a man.—Theodore Roosevelt.

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Joseph S. Stewart,

Director

Athens, Ga.

EDUCATION IN ACTION

Little Red Schoolhouse Rare in New England

The little old red schoolhouse of rural New England, which once inspired much sentimental prose and poetry, has almost gone. Today one rarely comes across one of these schools where rural pupils cut up and wrestled with the rudiments of readin', writin' and 'rithmetic. Good roads, even in the remote sections, have largely been responsible for the gradual passing of these picturesque structures. Smooth highways and the very general use of the automobile in the country have lessened distances and brought widely separated families into closer touch. At many points busses now carry the country school children to and from some good-sized district school. There is not patronage enough left to support the diminutive red schoolhouse of grandfather's day. Yet if one cares to abandon the smooth state highways and explore the little frequented dirt roads that twist their narrow, hilly, rutty courses back into the New England hinterlands, he will be pretty sure to come across a more or less dilapidated example of one of these schools. The most common use for them seems to be the housing of miscellaneous farming implements. A few have been remodeled into unpretentious cottage homes; others have been pre-empted by squatter families.

School Flogging Carried to Court

The headmaster of the Newport Grammar School, in Salop, England, and two assistant masters recently appeared before the local police court charged with common assault on two of the lads of the school. Although the magistrate dismissed the three charges, remarking: "We consider the case ought never to have been brought," the evidence that had been given was like a page or two from "Tom Brown at Rugby." Both boys were seen smoking on the streets of the town one afternoon. On the following morning, after prayers at the school, they were asked to remain by the headmaster, who accused them of smoking on the street. Both lads admitted their guilt. Thereupon, the headmaster said: "It is against the school rules, and I am going to make an example of you and flog you." To this both boys objected—one with words, the other with his muscles, so that it took the two assistant masters to overpower him and place him over the table so that the headmaster could properly wield the rod. Before dismissing the charges the magistrate made a little speech, saying: "Both boys knew the rule of the school. There is evidence that they had been warned. Wright deliberately broke the rule of the school and led a younger boy astray when he should have set a better example. There is no doubt that Wright assumed a defiant attitude. The bruises on his shins and torn coat were caused by his fighting the masters to escape the just punishment due him. The caning was properly carried out."

Educational System For Negroes Growing

Negro elementary and secondary education in public and private schools has had more progress in the last nine years than in any like period of American history, according to the Bureau of Education. In eighteen southern states in 1926 there were reported 2,218,312 negro pupils in the public schools. Of this number 1,055,674 were boys and 1,162,638 were girls. To instruct these children 47,594 teachers were employed, 38,942 women, 8,652 men. While the large majority of colored schools reporting were public, there were 168 private schools with 3,722 teachers and 61,509 pupils. The teacher-training institutions for negro students numbered 29, located in 17 southern states and Pennsylvania. The increasing growth of schools has made a corresponding demand for more and better trained teachers. This demand has caused increases in salaries, which, however, do not yet equal the average of $1,277 paid both colored and white teachers throughout the United States.

Free Textbooks In New Brunswick

Approximately 400,000 free textbooks have been distributed by the New Brunswick government schoolbook department since the 1928 school year opened as a result of the extension of the policy of free school books to all the 72,101 pupils of Grades I to VIII in all the public schools of the Province, according to an estimate by the King's printer and superintendent of the schoolbook department.

Explains Differences In French Colleges

The gap between the personal supervision of the secondary school and the unrestricted freedom of the university, which has been successfully bridged in American and English school systems, still remains a factor in French education, according to Dr. Leonie Villard of the University of Lyons, in France. She pointed out that in France the student goes immediately from the lycee or secondary school, where he is accustomed to personal attention, to the college, where his work is entirely optional, and often he is handicapped by the sudden change. Dr. Villard pointed out that American and English colleges have adopted more personal methods of instruction than have the French and are able to readjust students to their new surroundings gradually. In France the student may attend a class if he wishes or, if not, he may stay out, she said.

Women Students Of London Win

The long battle for co-education in medicine has been won by the women, with the report of the London university committee recommending the admission of women to London medical schools on the same terms as men.

Three Negro Colleges Affiliate in Georgia

Affiliation of three Negro colleges in Atlanta, Ga., to operate on the plan of a single institution has been announced through the National Association for the Advancement of Colored People. The institutions are Atlanta University, Morehouse College and Spelman College. Beginning next fall Atlanta College will accept no freshmen and as soon as the present classes are graduated will give advanced courses only.

Foundation to Reduce Teachers' Pensions

Pensions paid to retired professors by the Carnegie Foundation for the Advancement of Teaching will be reduced on May 1, because of a steady drain on the financial resources of the organization, which has made retrenchment necessary. Approximately 3,600 educators in the United States who are eligible for pensions from the foundation will be affected by the cuts, but an arrangement has been made whereby 809 professors now receiving annuities from the organization will not suffer any loss. Under the new plan, it was said, the maximum pension of $3,600 for professors retiring at seventy and $2,400 for professors retiring at sixty-five will be materially reduced. The minimum pension of $1,000 a year will be cut very little.

Declares Colleges Crowded to Doors

Dr. F. J. Goodnow, president of Johns Hopkins University, Baltimore, Md., says that American colleges will soon have to adopt a more selective method of choosing students, as most of "our higher institutions of learning are crowded to the doors."

High School Girls Idle Half Hour Daily

A frequent comment of the older generation that girls of high school age waste much of their time is offset by a recent survey which shows that the average time spent in girls idling is only half an hour a day. Even so, two experts in personal guidance at Teachers College, Columbia University, declare that the adolescent girl needs to spend part of her time in doing nothing in particular. In other words, loafing at that age is just as important as eating, sleeping and studying. How do high school girls spend their time? To answer this question the two educators received the daily schedules from high school girls in six parts of the country, choosing girls in the cities, the small towns, daughters of professional men and laborers, and daughters of well-to-do persons in private schools. The result showed high school girls averaged about the same time in each activity in every part of the country. One of the surprises in this study is the amount of time which the average high school girl spends on worthwhile activities.

Wisest Men Become Teachers in Mexico

A throwback to ancient times, when the wisest man of the tribe assumed leadership, is embodied in the new educational system being implanted in Mexico under government direction. Established schools are used as hubs for what are termed "educational circuits." Each school serves as the centre of a zone, and the inhabitants of rural communities too distant to utilize the school select the wisest man from their midst to act as instructor for their children, paying him by contributions. The wise man, thus converted into professor, is obliged to journey to the established school in his zone periodically to learn there the methods employed by the federal teachers.

Women's Clubs Add To School Activity

Thirty State Federations of Women's Clubs now maintain scholarship loan funds, the General Federation announces from Washington. Kansas holds first place with $34,000; Iowa second, with $30,000; Oregon third, with $29,605; Ohio fourth, with $18,608; West Virginia fifth, with $17,825; and North Carolina sixth, with $17,231. The Kansas fund was started in 1907, the Oregon fund in 1908, Ohio in 1910, and West Virginia in 1912.

Teaching by Mail Meets French Need

Correspondence schools, once frowned upon in France as a freakish by-product of American machine age, have grown until they serve 100,000 pupils. The system is found to be well adapted to French education because there are more than 30,000 towns and villages where there are nothing but rather primitive grade schools.

New Education Board To Organize in Oregon

A new board of higher education, to take over the administration of the University of Oregon, Oregon State Agricultural College, and the three state normal schools, has been established in Oregon by act of the recent session of the Legislature, and all schools will come under the new regime July 1, 1929. Elimination of duplications of courses and departments, greater efficiency of administration, and a considerable lessening of political rivalry between institutions is expected as a result of the measure.

Penn's Old School Holds Tercentenary

Chigwell School in Sussex, England, where William Penn, founder of Pennslyvania, learned to read and write, has recently celebrated its tercentenary. This school was founded in 1629 by Samuel Harsnet, Archbishop of York, who was a man of great learning though opposed to the Puritans. The books he wrote included "Declaration of Egregious Popish Impostures" from which Shakespeare took the names of some of the characters in "King Lear." Samuel Harsnet laid down strict rules for Chigwell School. The Latin teacher, for example, was to be not only "skillful in the Greek and Latin tongues" but was also to be a "good poet, of sound religion, neither papist nor Puritan, of grave behaviour, sombre, of honest conversation, no tippler, no haunter of ale-houses, no puffer of tobacco, and above all apt to teach, and severe in his government."

Parents Blamed For Retarding Maturity

Childish characteristics, present to a certain extent in all persons, make it impossible for any one to attain 100 per cent. maturity, according to Frederick B. Knight, professor of education and psychology at the University of Iowa. All persons have strong and often inexplicable likes and dislikes; they have strange traits and queer whims—all of them minor evidences of immaturity. Parents are greatly to blame for arresting the development of maturity in children, declared Dr. Knight. At almost any cost parents struggle to maintain childhood, "babying" their offspring even in the late 'teens. Eleven periods in the growth of a human being were given by Dr. Knight. The micro-organism stage is the first, followed in succession by babyhood, early childhood, pubescence, adolescence, young manhood and and womanhood, maturity, senescence and senility. It is a violent adjustment from babyhood to childhood, he said, and the adolescent period makes or breaks the destiny of the individual. During senescence, with its ebbing power, people still try to emulate the actions of their younger days.

Coeducation Held "National Calamity"

Feminizing of boys in the mixed departments of British elementary schools constitutes "nothing short of a national calamity" according to a resolution passed unanimously by the National Association of Schoolmasters at its concluding conference at Leicester. The association declared that the appointment of a head mistress meant ultimately a wholly feminine staff and resolved "fully to sustain any member who, on advice of the instruction executive, refused to serve under a head mistress consequent upon the reorganization of the elementary school." Another resolution was passed urging that it is not in the best interests of education that women teachers should be employed at boys' schools, or that women students should be trained in schools for boys. These resolutions followed a debate in which it was argued that the smallness of renumeration offered to teachers was responsible for the fact that men best fitted for this vocation adopted other occupations.

Student Federation Still Bars Germans

Representatives of twelve national students' organizations were present at the International Students Confederation executive which met at Prague under the presidency of Gordon Bagnall of England. The chief topic of discussion concerned the application of German students for admission to the confederation. After much deliberation decision was postponed until the Budapest conference in August because the German students are themselves split into two factions and demand admission as one organization representing German Students in Germany, Austria and Czechoslovakia, which is contrary to confederation statutes, according to which membership depends upon political state frontiers.

Honor System Laid Open to Criticism

Results of a questionnaire submitted to 102 educational institutions throughout the United States reveal that of 102 institutions the honor system was used in 53. The effectiveness of the system was open to question, the answers revealed. Student self-government was used in 99 universities and 96 had written constitutions. Campus political groups were organized in 30 institutions and 67 were unorganized politically. Student disciplinary advice is sought in 54 schools on almost all occasions and occasionally in 34 institutions. Faculty control is absolute in 10 of the colleges. Compulsory chapel was reported efficient by 31, doubtful by 18 and ineffective by 6. Student government in co-educational institutions was shared by women students in seven universities.

College Men to Have Their Own Village

A college diploma will be necessary qualification for householders of a new $20,000,000 "village" under construction on the Palisades of the Hudson River, it has been disclosed in New York City. The development, known as Yorkview, is intended for college professors, teachers and other members of the "cultural" group who find difficulty in obtaining adequate housing facilities in and around New York. The first unit of fifty houses is expected to be completed within the next two months.

Plan to Endow Moro School

The Moro Educational Foundation on the Island of Jolo in the Philippines, initiated by the late Bishop Brent, of Western New York, will be extended and perpetuated as a memorial to the founder, according to General James G. Harbord, who is acting as temporary chairman of the committee of the work. Bishop Brent had expressed the wish that any effort to perpetuate his memory should take the form of aid to this foundation. General Pershing has been asked to become chairman of the memorial committee. The school is conducted entirely as an educational project and there is no interference with the beliefs and customs of the Moros, General Harbord said. It is financed by voluntary contributions and is under control of neither Governor nor church.

Argentina Publishes Illiteracy Report

A report of the National Commissioner of Education of Argentina stating that there are 80,000 illiterate children of school age in the province of Santa Fe has been published in the newspapers of Buenos Aires and has aroused discussion of ways to correct the situation.

TREND OF THE TIMES

STATISTICIANS in Wall street figure that the daily interest charges on $5,332,000,000 in call loans to speculators outstanding in one recent week amounted to $2,281,150 a day and that the average renewal rate for call money by the month is about double the current yield of active industrial and railroad shares in which the speculators have been so wildly gambling.

ELEVEN RAILROADS, co-operating with air transport lines, now offer air-rail transportation, according to the American Air Transport Association. The railroads sell through tickets for the entire journey, the aircraft operators providing bus service between the rail and air terminals.

TURKEY is about to announce completion of a new body of Turkish law, from which all vestiges of Moslem religious rules have been eliminated. Dutch, Swiss and German codes are the principal bases.

BRITAIN has agreed to take back all British coins in Ireland, now that the Free State has its own coinage, redemption to be over a period of years at a price reported to be higher than bullion but lower than face value.

MILLIONAIRES have increased from 7,000 in 1914 to between 30,000 and 40,000 in 1928, Carl Snyder of the Federal Reserve Bank of New York declares. "Possibly half or more of these have been created by the violent debasement in the value of the currency which has taken place since the beginning of the war," he said. The enormous rise in the value of securities since the war and the colossal manipulation in security values, incomparably the greatest gamble the world has ever known, are two other reasons he gave.

CHILDREN who cling to women's skirts at the police court in Manchester, England, a detective has revealed, are usually hired for the occasion in order to arouse the sympathy of the court. "Hiring" and borrowing babies for police court appearances is becoming a lucrative trade in certain sections of England. For a small fee, the detective said, it is possible for any one to hire from one to five babies at a time.

FEMINIST movement made rapid gains throughout the world in 1928. Most notable was the increasing interest which women took in international affairs. In our State and National Government women claimed new privileges and were given new responsibilities. They are credited with having greatly influenced the elections of November. Their numbers increased in Congress and in State Legislatures. They achieved new distinctions in business, the professions, the arts and in sport.

DESPITE the higher purchasing power of wages in foreign countries the American wage earners' economic status still ranges from twenty-five per cent. to 450 per cent. above that of workers engaged in similar trades in other countries, according to a survey just made by the National Industrial Conference Board.

LOVE OF BEAUTY is stronger in America today than anywhere else in the world, according to Professor Lionello Venturi of the University of Turin, Italy, who is visiting the United States. "Behind American art collecting there is a profound purpose, a readiness to make sacrifices for art, a limitless enthusiasm, a feeling of the necessity of art in the cultivated life that is greater here than anywhere else in the world," he said.

NATION-WIDE study of agricultural industries, similar in method to the survey made by the Hoover Committee on Waste in Industry, is planned by the American Engineering Council. In co-operation with the American Society of Agricultural Engineers, it is hoped to initiate and prosecute a study which will encompass the economic, social, financial and engineering phases of agriculture which may lead to a fundamental and an economic improvement throughout the realm of agriculture.

THERE IS no evidence whatever of the existence of "missing links" between any two of the major groups of animals, between snails and insects, for instance, or earthworm and starfishes, according to Dr. Austin H. Clark of the biological research staff of the Smithsonian Institution. "As, from what we know, there seems to be no probability that such missing links ever will be found," he says, "a modification of the currently accepted concept of the interrelationships of animals, the arrangement of the various types in an evolutionary line, seems to be demanded." Evolution is at the present time more of a dogma than a workable hypothesis, he claims.

The BOOK TABLE

RHYME AND STORY READERS. The Rhyme and Story Second Reader. By Etta Austin Blaisdell. Illustrated by Clara Atwood Fitts. Boston: Little, Brown and Company.

This is a second grade school reader prepared as scientifically as a text on chemistry. There is nothing haphazard or accidental about it. It is a work of art. It is made for second grade children. There is nothing in it that has ever been in any other school reader, and nothing that will ever be in any other school reader for any grade.

Every second grade child will enjoy every paragraph in it and will always enjoy good literature all the better for enjoying this. There is a genuine literary atmosphere from the point of view of a child of the second grade about it.

There is enough of action for the children in this project age, but it is all action that promotes literary enjoyment and not merely an attempt to keep children busy.

EVERYDAY DOINGS IN HEALTHVILLE. A Health Reader. By Emma Serl, Kansas City Teachers College. Illustrated by Harry E. Wood. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

A book like this which children will revel in, which they will laugh about, talk about, and be influenced by every day for years thereafter will be worth more in cash to the public than can ever be estimated. It will be of greater benefit in the life of boys and girls when they become men and women than a thousand times the cost of the book in trying to get health in entertainment, recreation or otherwise.

A "Health Reader" like this should be read by every child in America. It should be read for its direct influence, but even more because it is a creation that appeals to children in such a way that it will go forward into later life as "Little Women" and "Little Men" still have a charm with people who read them long years ago.

WALKS AND TALKS IN NUMBERLAND. By David Eugene Smith, Eva May Luse and Edward Longworth Morss. Illustrated by Cornelia J. Hoff. Boston, New York, Chicago: Ginn and Company.

It is not easy to think of a number book for the second grade that could need three such authors as have combined their talent and experience in the creation of "Walks and Talks in Numberland." We went with great care over each of the 182 pages and then looked over the first 100 pages again. It is easy to see that "Walks and Talks in Numberland" is a work of art as different from a book evolved by a clever teacher as a portrait is from a snapshot. There is nothing that could have been different without marring the perfection of the arrangement. We came to enjoy it with a professional thrill.

BURIED TREASURE. 190 pages.
TREASURE TROVE. 175 Pages. Collected by Sophia McIntyre and Marietta Voorhees of Oakland High School. New York: The Macmillan Company.

In these two handy sized and attractive typed books the principal of the University High School and the principal of the Roosevelt High School have brought together sixty choice selections which give students the flavor of the various writers whom they might not otherwise meet in the formal study of literature.

PRIMARY ARITHMETIC PAD. Number One. By M. S. Robertson of Baton Rouge and L. S. Rugg, Alexander, La. Boston, New York, Chicago: D. C. Heath and Company.

The pad, one of the latest classroom innovations, is one of the most important because it is a combination of all varieties of benefits of modern ways and means of making learning easy, difficulties understood, and practice abundant.

These pads are also usually created or improved by the classroom teachers. Nothing has done quite so much to promote authorship by teachers as have the pad creations. In this case two Louisiana cities are really nationalized naturally because every phase of this pad is a creation of the classroom in one of the best states and one of the best city school systems in the country.

PSYCHOLOGY. (For Review.) By J. Baar, with Introduction by C. J. Warren, Columbia University. New York: Globe Book Company.

This is an entirely new creation in the promotion of psychological information. It covers more ground than any other book of 125 pages that we have seen, and it gives more views of men on special phases of psychology than have ever been brought in in the right way at the right time.

We have waged a relentless crusade against the senseless inclusion of references that will never be looked up if they could be, and could not be if they wanted to be.

Here is a book that introduces a different opinion by the one man whose difference of opinion is of any account.

For instance, "Instinct" is treated primarily as "Woodworth's View," but "Watson's View" is given in equal space, McDougal's View in half a page, Friend's View in a full page, Allport's Prepoten Reflex Theory and William James' View of Transitory Instincts.

No other book has rendered anything approaching the service that Baar has rendered here.

BETTER LIVING FOR LIVING AMERICANS. By Edith Wilhelmina Lawson, Rockford, Illinois. Illustrated by Dorothy Saunders. Chicago: Beckley-Cardy Company.

This is an unusual school reader in several respects. It is adapted to the three first grades. It uses words that all children use in their speaking and hear used by other children and in their homes, so that they merely have to learn to know them as they see them.

There is nothing in this book that is not perfectly natural for the children to think is real as they read. This makes it a simple matter to see what the sentence says. In this age of supplementary reading these books would last for years and be used at least two years by each child.

PRINCIPLES OF ELEMENTARY EDUCATION. By John Louis Horn, Mills College, California. Century Education Series, Charles E. Chadsey, editor. New York and London: The Century Company.

The elementary school is beginning to be recognized as a distinct unit in the educational system with definite range of interests of the children in school and out. This book makes no attempt to discuss technique as though it were the last word in anything, but it does deal in a wholesome way with the whole range of elementary interests.

It reminds one of the distinction of driving an automobile when there is a traffic cop and when there is none. It expects a teacher to do what he is expected to do as he is expected to do it when there are specific rules and regulations, but trusts him to use common sense and general experience in other situations.

This is radically different from books that are like an officer on a machine trying to spot some one who fails to do everything as he is told to do it by the author.

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GRINS BETWEEN GRINDS

A Financier

A man with a charitable soul and a decided Irish countenance asked three newsboys who in their opinion was the greatest man who ever lived. He offered a half dollar for the best answer.

"George Washington," promptly said a patriotic little American. "Abraham Lincoln," said the second. The third, with Hebrew features, exclaimed: "St. Patrick!"

"Here's the money," said the donor, inquiring out of curiosity: "But how came you, a Jew, to name an Irishman?"

"Oh," replied the little urchin, "I know it was Moses, but business is business."

Top of Class in Age

Grandfather (to small boy who is returning to school)—"Now, my boy, I hope we shall have a better report of you next term. The last wasn't at all satisfactory—last in your exams, last in term marks, in fact, last in everything."

Indignant Small Boy—"Not last in everything, grandfather. I was top in age!"

Correct

Teacher—"Now Herbert, how many seasons are there?"

Herbert—"Do you mean in the United States?"

Teacher—"Yes."

Herbert—"Two."

Teacher—"Only two? Name them."

Herbert—"Baseball and football."

The Correct Solution

Two women in a train argued concerning the window and at last one of them called the conductor.

"If this window is open," she declared, "I shall catch cold and will probably die."

"If the window is shut," the other announced, "I shall suffocate."

The two glared at each other.

The conductor was at a loss, but he welcomed the words of a man who sat near. These were: "First open the window. That will kill one. Next, shut it. That will kill the other. Then we can have peace."

Demand vs. Supply

"Mathilda's a girl that could have married anybody she pleased."

"Then why is she still single?"

"She never pleased anybody."

Sis Was a Wholesaler

Little Willie—"Yah, I saw you kiss my sister!"

Sister's Boy Friend (hurriedly) —"Ah—er—here's a quarter."

Little Willie—"And here's ten cents change. One price to all; that's the way I do business!"

Couldn't Forget It

Two prominent senators, boyhood friends, were discussing how strict had been their early religious training and how they had departed from it in late years. Said A to B: "I don't believe you even remember the Lord's Prayer, do you?" B answered: "Oh, yes, I do; I'm not such a backslider as that." Then A said: "I'll bet a dollar you cannot say the Lord's Prayer straight through." B promptly declared that he would win that dollar and, after a moment's thoughtful hesitation, repeated slowly:—

Now I lay me down to sleep,
I pray the Lord my soul to keep.
If I should die before I wake,
I pray the Lord my soul to take.

"By Jove," said A, "here is your dollar; I didn't believe you could do it."

Why, Indeed

"Ezra, tomorrow is our twenty-fifth wedding anniversary; hadn't we better kill a chicken?"

"Why punish the chicken for what happened twenty-five years ago?"

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Pay Day in English Class

By Russell L. Guin
Principal, Westville, Illinois

It was the 10th of the month, that date when the employees of the city daily expect the pink slip that means "cash on hand" for a few days. Our English class stepped a little livelier to their room, for they were on the pay roll of that same daily. Our sophomore English class took over the local correspondent's assignment for Westville at the beginning of the school year on the same basis as any local reporter. That explains why they hustled into class on the tenth to learn the size of the check which P. E. Neumann, their instructor, held for them.

This evening I met the editor of the Danville (Ill.) Commercial News, the paper for which we write, who said: "This is the first time we have ever had a correspondent in your town who really got the news and gave us service. We have been mighty glad to pay for it." Mr. Harrison further stated that he, as president of the Inland Press Association, had brought to the attention of the editors of papers in fourteen states representing four and one-fourth million subscribers his experience with our high school class. They showed quite an interest in the experiment, according to Mr. Harrison.

The paper paid one dollar per column and fifty cents for each special story. The average earnings of the class has been about twenty dollars per month. This fund has been used to apply on equipment for a newspaper room in the high school building.

A regular sophomore class in high school using a "Journalism" text handled this work. They were assigned "beats" which they covered daily for "spot" stories (telephoned to the paper), personals or features. All except spot stories are "edited" during a vacant period by the instructor, typed and mailed later in the day in special rush envelopes.

Daily the column of the previous day is criticised in class. Suggestions are offered and a "check-up" of the beats is made. Occasionally the class is "scooped." This is investigated. Who has missed his story? Sometimes some one misses a good story and again some budding journalist sees a story in the commonplace thing.

One girl passed up a chance for a big front page story. A body missing for six days was found. She on her call at the undertaker's office turned down the story with the explanation—"He's been dead too long. We just want fresh news."

Again, a boy who, incidentally, has carried papers for years to get money to keep himself in school saw in such commonplace thing as the purchase of a new flag for the village hall, material for a feature story in which he painted contrasting pictures of the dusty streets of the early mining village and the busy progressive town of today over which the faded flag had waved for twenty-five years.

Is this composition? It may not be the ideal type, but it has life in it. It speaks a new language to the boy and girl. He is doing something, seeing his work in print—it is real—and he is *getting pay* for it. He does not have an assignment,—he finds one. He does not flunk—*he fails to produce*. Is English a girl's subject? Not in this class!

The effects of this project can be felt throughout the school. It generates an attitude of responsibility. A newspaper man's task is never done. He is on the job all the time. Boys rush in breathless in the morning or at noon, having run blocks to cover their beats or to get a special on a wreck, fire or death. One night a boy ran back through the rain several blocks to get the number of the lot on which an old barn burned.

One boy has been so slow in collecting his data in an effort to be *accurate* that the event has invariably failed to be news anymore. A girl as an excuse for not furnishing an item for the column one day explained that she had not had time because her neighbor had become hysterical and in this condition had kept them awake all night, finally dying in the morning. And still she had no news!

Every paper is looking for a good local correspondent whom they are willing to pay. If they already have a local correspondent he will be glad to co-operate with the school. Twenty or thirty students can collect news

thoroughly for him. Try it. The project is worth while and the money is a brand new appeal.

Lord, Deliver My Child—

From the teacher, who, having eyes to see, seeth not.

From the self-sufficient teacher, who sees only the perfection and infallibility of her own plan.

From the teacher who is prejudiced against certain types of children in whom she sees no hope.

From the teacher who sees the schedule of accomplishment as a matter of daily grind, failing to recognize the daily unfolding of the bud of human promise.

From the teacher who sees a mass product of uniform ability, instead of individuals, with definite crying human needs, requiring individual treatment.

Lord, deliver my child from the tautness of a school system which must demand that my child spend one unbearable, torturous year with a teacher antagonistic and wholly lacking in sympathetic contact.

Mrs. E. G. B.

The Heart of a Child is a Scroll

The heart of a child is a scroll—
A page that is lovely and white;
And to it as fleeting years roll
Come hands with a story to write;
A story of laughter and mirth;
A story of sorrow and tears—
Of love that encircles the earth
Or sin that embitters the years.
Be ever so careful, O hand—
Write thou with a sanctified pen;
Thy story shall live in the land
For years in the doings of men.
It shall echo in circles of light
Or lead to the death of a soul;
Grave there but an image of right,
For the heart of a child is a scroll.

—Montana Education.

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